



June 2008

**DEPARTMENT OF EDUCATION**  
2007–2008 School Year Reports

Dear School Board Members and School Personnel:

The Maine Educational Assessment (MEA) is the State's measure of student progress in achieving the State standards known as *Learning Results*, adopted by the Maine Legislature in 1997. These *Learning Results* established goals for what all students should know and be able to do at certain times in their school careers and are the basis for Grade Level/Span Expectations, which describe the assessment standards for each grade. The MEA is administered to students in all grades 3 through 8 to meet state assessment requirements and the requirements of the federal *No Child Left Behind Act*.

The 2007-2008 MEA summary reports contain the results of student achievement in reading and mathematics at all grades, science and technology at grades 4 and 8, and writing at grade 5 based on achievement standards set in 2006 and disaggregated by student and school characteristics. This report, together with MEA individual student and subject-specific class analysis reports, provides support for use in program evaluation and planning.

MEA results reflect scores based on test questions that are taken in common by the approximately 15,000 students in each grade level. Students' scores in each content area are based on answers to a combination of multiple-choice questions and questions that require students to construct an answer. The grade 5 writing reports provide information on a student's ability to respond to a prompt measuring narrative writing. More information about the design of the MEA is available at [www.maine.gov/education/mea/index.htm](http://www.maine.gov/education/mea/index.htm).

I look forward to working with you in support of our continued efforts to improve the quality and effectiveness of the instructional opportunities designed to help all students achieve the high standards of the *Learning Results* and demonstrate that achievement through performance on the Maine Educational Assessment.

Sincerely,

Susan A. Gendron  
Commissioner of Education



## School Report Grade 3

Test Date: March 2008  
Code: 12341626  
SAU: MSAD 40  
School: Miller School

### Contents of the Report

The report is divided into two main sections including a section describing the students tested and a separate section for the results in each content area.

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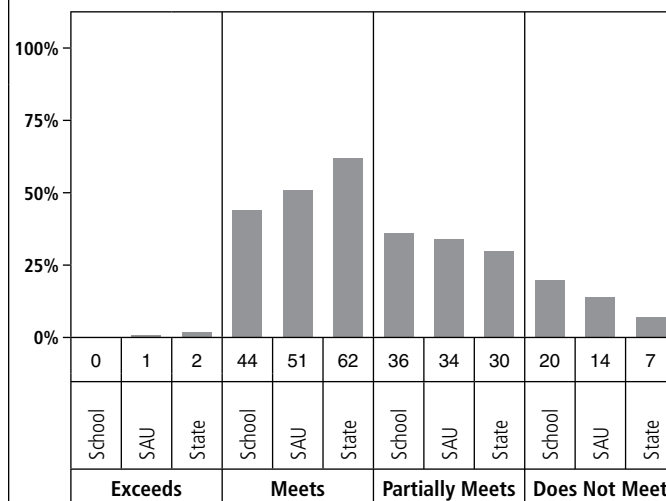
# SUMMARY OF SCORES

Test Date: March 2008  
Grade: 3  
SAU: MSAD 40  
School: Miller School

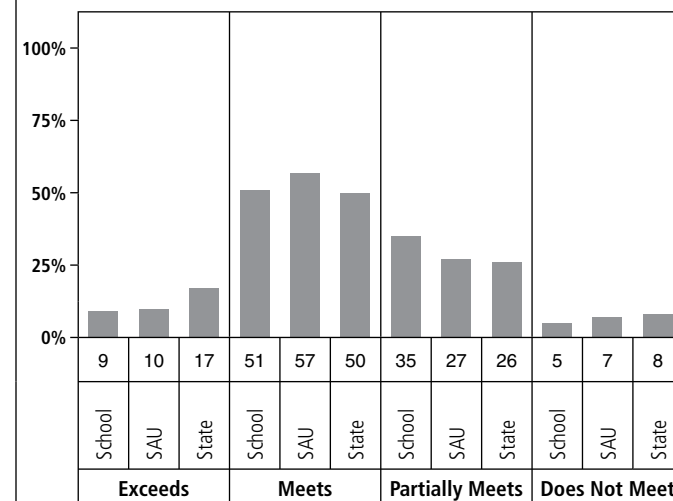
## Summary of School, SAU, and State Scores

Year	Average Scaled Score		
	School	SAU	State
<b>ELA – Reading</b>			
2005–2006	342	342	345
2006–2007	341	343	345
<b>2007–2008</b>	<b>340</b>	<b>342</b>	<b>344</b>
Cum. Avg. *	341	342	345
<b>Mathematics</b>			
2005–2006	339	342	344
2006–2007	339	345	347
<b>2007–2008</b>	<b>345</b>	<b>346</b>	<b>347</b>
Cum. Avg. *	341	344	346

## ELA – READING



## MATHEMATICS



\*Cumulative averages are weighted, i.e., the scaled scores are averaged proportionally based on the numbers of students in each year.

# SUMMARY OF STUDENT PARTICIPATION

Test Date: March 2008  
Grade: 3  
SAU: MSAD 40  
School: Miller School

CATEGORY OF PARTICIPATION	Enrollment <sup>1</sup> during testing window						CONTENT AREA PARTICIPATION <sup>2</sup>																							
							ELA-Reading						Mathematics																	
	School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Total number of students	58	100	159	100	13803	100	57	98	156	98	13714	99	57	98	156	98	13710	99												
Ethnicity African American/Black	2	3	2	1	399	3	2	100	2	100	391	98	2	100	2	100	392	98												
American Indian or Native Alaskan	0	0	0	0	116	1	0	0	0	0	114	99	0	0	0	0	114	99												
Asian or Pacific Islander	0	0	0	0	210	2	0	0	0	0	205	98	0	0	0	0	206	98												
Hispanic	0	0	2	1	162	1	0	0	1	50	158	98	0	0	1	50	159	98												
Caucasian/White	56	97	155	97	12916	94	55	98	153	99	12846	100	55	98	153	99	12839	99												
Not Reported	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0												
Identified disability	11	19	31	19	2358	17	11	100	31	100	2333	99	11	100	31	100	2329	99												
Current LEP	0	0	0	0	371	3	0	0	0	0	357	96	0	0	0	0	361	98												
Economically disadvantaged	32	55	87	55	5584	40	32	100	87	100	5535	99	32	100	87	100	5530	99												
Migrant	0	0	0	0	5	0	0	0	0	0	5	100	0	0	0	0	5	100												

MODE OF PARTICIPATION <sup>3</sup>	ELA-Reading						Mathematics																	
	School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
<b>Participation without accommodations</b>	34	59	110	69	10650	77	34	59	110	69	10678	77												
Identified disability (PET/IEP)	0	0	3	3	475	4	0	0	3	3	479	4												
LEP	0	0	0	0	151	1	0	0	0	0	149	1												
504 plan	0	0	2	2	83	1	0	0	2	2	85	1												
<b>Participation with accommodations</b>	21	36	40	25	2936	21	21	36	40	25	2911	21												
Identified disability (PET/IEP)	9	43	22	55	1735	59	9	43	22	55	1729	59												
LEP	0	0	0	0	197	7	0	0	0	0	208	7												
504 plan	0	0	3	8	49	2	0	0	3	8	47	2												
Other	12	57	15	38	986	34	12	57	15	38	958	33												
<b>Participation through alternate assessment (PAAP)</b>	2	3	6	4	123	1	2	3	6	4	121	1												
Identified disability (PET/IEP)	2	100	6	100	123	100	2	100	6	100	121	100												
LEP	0	0	0	0	4	3	0	0	0	0	4	3												
504 plan	0	0	0	0	0	0	0	0	0	0	0	0												
<b>Approved non-participation in reading – 1st year LEP</b>	0	0	0	0	5	0																		
<b>Approved non-participation – special consideration</b>	0	0	0	0	9	0	0	0	0	0	12	0												
<b>Non-participation – other</b>	1	2	3	2	80	1	1	2	3	2	81	1												

<sup>1</sup> Percents are the percentage of students enrolled in each participation category.

<sup>2</sup> Percents are the percentage of students, including those who participated through alternate assessment (PAAP), who participated in the content area.

<sup>3</sup> Percents are the percentage of students in each content area by mode.

# ELA–READING RESULTS

Test Date: March 2008  
Grade: 3  
SAU: MSAD 40  
School: Miller School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
<b>Exceeds the Standards</b> – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing in-depth inferences, analyzing texts for subtle clues, synthesizing information across texts, and using his/her knowledge of text features and literary devices to make deeper connections within or across texts to increase comprehension. (scaled score 361–380)	2005-2006	1	3	3	2	352	3
	2006-2007	1	2	2	1	332	2
	<b>2007-2008</b>	<b>0</b>	<b>0</b>	<b>1</b>	<b>1</b>	<b>227</b>	<b>2</b>
	Cum. Total*	2	1	6	1	911	2
<b>Meets the Standards</b> – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing inferences, summarizing main ideas and providing supporting details, connecting ideas within and across texts, and using his/her knowledge of text features and literary devices to increase comprehension. (scaled score 341–360)	2005-2006	19	49	64	52	8641	62
	2006-2007	30	46	96	58	8691	63
	<b>2007-2008</b>	<b>24</b>	<b>44</b>	<b>77</b>	<b>51</b>	<b>8403</b>	<b>62</b>
	Cum. Total*	73	46	237	54	25735	62
<b>Partially Meets the Standards</b> – The student’s work demonstrates an inconsistent ability to read and interpret literary and informational texts appropriate for the grade level. The student’s ability to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, and use his/her knowledge of text features and literary devices varies depending on the texts. (scaled score 331–340)	2005-2006	12	31	41	33	3671	27
	2006-2007	24	37	49	30	3781	27
	<b>2007-2008</b>	<b>20</b>	<b>36</b>	<b>51</b>	<b>34</b>	<b>4018</b>	<b>30</b>
	Cum. Total*	56	35	141	32	11470	28
<b>Does Not Meet the Standards</b> – The student’s work demonstrates a limited ability to read and interpret literary and informational texts appropriate for the grade level. The student’s responses are often vague or incorrect leaving the impression that the student found it difficult to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, or use his/her knowledge of text features and literary devices to support comprehension. (scaled score 300–330)	2005-2006	7	18	16	13	1163	8
	2006-2007	10	15	19	11	1021	7
	<b>2007-2008</b>	<b>11</b>	<b>20</b>	<b>21</b>	<b>14</b>	<b>938</b>	<b>7</b>
	Cum. Total*	28	18	56	13	3122	8

Learning Results Content Standard Cluster	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
<b>Total Reading Cluster</b>	<b>46</b>	<b>100</b>	23.3	50.7	25.1	54.6	27.6	60.0
<b>Literary Text</b>	<b>23</b>	<b>50</b>	11.9	51.7	12.6	54.8	14.1	61.3
<b>Informational Text</b>	<b>23</b>	<b>50</b>	11.3	49.1	12.5	54.3	13.5	58.7

The Maine *Learning Results* reading cluster includes Content Standards A (Process of Reading), B (Literature and Culture), and D (Informational Texts). The MEA assesses students’ reading skills based on questions related to two types of reading passages: literary and informational. Passages include both long and short texts, selected from developmentally appropriate works. Items on the MEA measure Grade Level Expectations, based on Maine’s 1997 *Learning Results*, which can be found at <http://www.maine.gov/education/lsalt/gles.htm>.



# ELA-READING RESULTS

## (CONTINUED)

Test Date: March 2008  
 Grade: 3  
 SAU: MSAD 40  
 School: Miller School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
<b>All Students</b>	55	0	0	24	44	20	36	11	20	340	150	1	51	34	14	342	13586	2	62	30	7	344
<b>Ethnicity</b>																						
African American/Black	2										2						384	1	42	39	18	339
American Indian or Native Alaskan	0										0						113	2	50	42	5	343
Asian or Pacific Islander	0										0						203	1	60	31	8	344
Hispanic	0										1						158	1	52	36	11	342
Caucasian/White	53	0	0	24	45	19	36	10	19	340	147	1	52	34	14	342	12728	2	63	29	7	345
Not Reported	0										0						0					
<b>Identified disability</b>																						
Yes	9	0	0	2	22	4	44	3	33	333	25	0	16	56	28	335	2210	0	32	48	20	338
No	46	0	0	22	48	16	35	8	17	341	125	1	58	30	11	343	11376	2	68	26	4	346
<b>Current LEP</b>																						
Yes	0										0						348	1	36	45	19	339
No	55	0	0	24	44	20	36	11	20	340	150	1	51	34	14	342	13238	2	63	29	7	344
<b>Economically disadvantaged</b>																						
Yes	30	0	0	13	43	11	37	6	20	339	82	0	46	37	17	340	5450	1	49	39	11	341
No	25	0	0	11	44	9	36	5	20	340	68	1	57	31	10	344	8136	2	71	23	4	346
<b>Migrant</b>																						
Yes	0										0						5	0	80	20	0	343
No	55	0	0	24	44	20	36	11	20	340	150	1	51	34	14	342	13581	2	62	30	7	344
<b>Gender</b>																						
Female	21	0	0	10	48	10	48	1	5	342	66	2	48	41	9	342	6567	3	65	27	5	345
Male	34	0	0	14	41	10	29	10	29	338	84	0	54	29	18	341	7019	1	59	32	8	343
Not Reported	0										0						0					
<b>Title 1A targeted program</b>																						
Yes	15	0	0	3	20	6	40	6	40	335	40	0	33	40	28	337	2004	0	37	49	14	339
No	40	0	0	21	53	14	35	5	13	342	110	1	58	32	9	343	11582	2	66	26	6	345
<b>Gifted/talented program</b>																						
Yes	0										0						125	11	87	2	0	355
No	55	0	0	24	44	20	36	11	20	340	150	1	51	34	14	342	13461	2	62	30	7	344

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

# ELA–READING RESULTS

## (QUESTIONNAIRE ITEMS)

Test Date: March 2008  
Grade: 3  
SAU: MSAD 40  
School: Miller School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
<b>How much homework do you do on school nights?</b>																						
A. none	9	0	0	0	0	2	50	2	50	331	10	0	21	50	29	336	6	0	43	39	18	340
B. less than one hour	75	0	0	16	48	9	27	8	24	340	74	1	56	29	14	342	79	2	65	28	5	345
C. one to two hours	11	0	0	2	40	3	60	0	0	341	14	0	53	37	11	342	12	2	60	31	7	344
D. more than two hours	5	0	0	1	50	1	50	0	0	339	2	0	33	67	0	338	3	0	32	44	24	338
<b>How well do the questions that you have just been given on this MEA test match what you have learned in school about reading?</b>																						
A. The questions on the test match what I have learned in reading class.	23	0	0	1	10	7	70	2	20	337	23	0	41	44	16	340	29	3	62	28	7	345
B. They match some of what I have learned.	43	0	0	11	58	3	16	5	26	339	45	2	56	31	11	343	48	2	67	27	4	345
C. They match just a little of what I have learned.	20	0	0	6	67	2	22	1	11	344	17	0	63	29	8	344	15	1	56	34	9	343
D. There is no match.	14	0	0	1	17	3	50	2	33	336	15	0	43	29	29	338	8	0	44	40	16	340
<b>Which of the following best describes how you rate yourself as a student in reading?</b>																						
A. very good	30	0	0	5	38	6	46	2	15	340	36	2	48	38	12	342	42	3	67	24	6	346
B. good	48	0	0	10	48	7	33	4	19	339	48	0	55	33	12	341	46	1	62	32	5	344
C. fair	18	0	0	3	38	2	25	3	38	339	12	0	59	24	18	343	10	0	48	42	10	341
D. poor	5	0	0	0	0	1	50	1	50	333	4	0	0	40	60	331	2	0	30	43	28	336
<b>How hard was the reading part of this test?</b>																						
A. harder than my regular schoolwork	27	0	0	5	42	2	17	5	42	336	22	0	48	29	23	339	22	1	48	38	12	341
B. about the same as my regular schoolwork	49	0	0	10	45	8	36	4	18	340	59	1	52	35	12	342	57	2	68	26	4	346
C. easier than my regular schoolwork	24	0	0	4	36	6	55	1	9	340	19	0	54	35	12	342	21	1	61	30	8	344
<b>How hard were the reading passages on this test?</b>																						
A. Most of the passages were harder than what I normally read.	27	0	0	1	8	7	58	4	33	335	19	0	22	48	30	336	20	0	38	47	16	339
B. Most of the passages were about the same as what I normally read.	51	0	0	13	57	6	26	4	17	341	58	1	57	32	10	343	51	2	68	27	4	345
C. Most of the passages were easier than what I normally read.	22	0	0	5	50	3	30	2	20	339	22	0	61	26	13	342	29	3	69	23	6	346
<b>How much time do you spend reading at home each day?</b>																						
A. more than one hour	11	0	0	2	40	1	20	2	40	338	11	0	53	20	27	340	19	3	65	27	6	346
B. 20 minutes to an hour	32	0	0	8	57	4	29	2	14	340	43	2	62	30	7	344	47	2	68	25	5	346
C. less than 20 minutes	20	0	0	4	44	3	33	2	22	341	18	0	48	40	12	342	19	1	56	35	8	343
D. I rarely read at home.	36	0	0	4	25	8	50	4	25	337	28	0	34	42	24	337	14	0	47	40	12	341
<b>How many pages do you read in school and to complete homework assignments?</b>																						
A. five or fewer pages	39	0	0	4	24	8	47	5	29	337	33	0	41	36	23	340	28	1	56	33	9	343
B. six to ten pages	23	0	0	5	50	2	20	3	30	339	19	0	58	27	15	341	23	1	63	29	7	344
C. eleven or more pages	39	0	0	10	59	5	29	2	12	342	48	2	55	34	9	343	49	2	65	27	6	345
<b>Optional school/SAU question</b>																						
A.	75	0	0	1	33	1	33	1	33	341	71	0	20	40	40	338						
B.	25	0	0	0	0	1	100	0	0	332	14	0	0	100	0	332						
C.	0										14	0	0	100	0	340						
D.	0										0											

# MATHEMATICS RESULTS

Test Date: March 2008  
Grade: 3  
SAU: MSAD 40  
School: Miller School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
<b>Exceeds the Standards</b> – The student’s work demonstrates in-depth understanding of essential concepts in mathematics, including the ability to make multiple connections among central ideas. The student’s responses demonstrate the ability to synthesize information; analyze and solve difficult problems, including developing and implementing strategies, efficiently and accurately performing procedures, and recording and justifying solutions; and explain complex concepts. (scaled score 361–380)	2005-2006	3	8	7	6	1295	9
	2006-2007	2	3	23	14	1985	14
	<b>2007-2008</b>	<b>5</b>	<b>9</b>	<b>15</b>	<b>10</b>	<b>2277</b>	<b>17</b>
	Cum. Total*	10	6	45	10	5557	13
<b>Meets the Standards</b> – The student’s work demonstrates a general understanding of essential concepts in mathematics, including the ability to make connections among central ideas. The student’s responses demonstrate the ability to analyze and solve problems including developing and implementing strategies, to perform procedures, and to record and explain solutions and concepts. The student’s work may contain minor errors. (scaled score 341–360)	2005-2006	13	33	61	49	6852	49
	2006-2007	25	38	72	43	6990	51
	<b>2007-2008</b>	<b>28</b>	<b>51</b>	<b>85</b>	<b>57</b>	<b>6764</b>	<b>50</b>
	Cum. Total*	66	42	218	50	20606	50
<b>Partially Meets the Standards</b> – The student’s work demonstrates incomplete understanding of essential concepts in mathematics and inconsistent connections among central ideas. The student’s responses demonstrate some ability to analyze and solve problems, and explain concepts. Problem solving strategies may be flawed, procedures performed inaccurately, methods not recorded and/or problems not completed. (scaled score 325–340)	2005-2006	18	46	39	31	4081	29
	2006-2007	24	37	46	28	3673	27
	<b>2007-2008</b>	<b>19</b>	<b>35</b>	<b>40</b>	<b>27</b>	<b>3504</b>	<b>26</b>
	Cum. Total*	61	38	125	28	11258	27
<b>Does Not Meet the Standards</b> – The student’s work demonstrates limited understanding of essential concepts in mathematics and infrequent or inaccurate connections among central ideas. The student’s responses demonstrate minimal ability to solve problems and explain concepts. Problem solving strategies and procedures are often flawed or inappropriate and there may be many omissions. (scaled score 300–324)	2005-2006	5	13	17	14	1638	12
	2006-2007	14	22	25	15	1193	9
	<b>2007-2008</b>	<b>3</b>	<b>5</b>	<b>10</b>	<b>7</b>	<b>1044</b>	<b>8</b>
	Cum. Total*	22	14	52	12	3875	9

Learning Results Content Standard Clusters	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
<b>Cluster 1: Numbers and Operations</b>	<b>15</b>	<b>31</b>	8.8	58.7	8.9	59.3	9.2	61.3
<b>Cluster 2: Shape and Size</b>	<b>14</b>	<b>29</b>	10.1	72.1	10.2	72.9	10.0	71.4
<b>Cluster 3: Mathematical Decision Making</b>	<b>5</b>	<b>10</b>	2.8	56.0	2.9	58.0	3.2	64.0
<b>Cluster 4: Patterns</b>	<b>14</b>	<b>29</b>	8.4	60.0	8.6	61.4	9.0	64.3

- Cluster 1: Numbers and Operations**  
A. Numbers and Number Sense  
B. Computation  
I. Discrete Mathematics (grades 3 and 4 only)
- Cluster 2: Shape and Size**  
E. Geometry  
F. Measurement
- Cluster 3: Mathematical Decision Making**  
C. Data Analysis and Statistics  
D. Probability
- Cluster 4: Patterns**  
G. Patterns, Relations, and Functions  
H. Algebra Concepts  
K. Mathematical Communication

Each content standard in the clusters above is defined in Maine’s 1997 *Learning Results*, which are the basis for Grade Level Expectations. Each item on the MEA measures a grade level expectation, which can be found at <http://www.maine.gov/education/lslalt/gles.htm>.

# MATHEMATICS RESULTS

## (CONTINUED)

Test Date: March 2008  
Grade: 3  
SAU: MSAD 40  
School: Miller School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
<b>All Students</b>	55	5	9	28	51	19	35	3	5	345	150	10	57	27	7	346	13589	17	50	26	8	347
<b>Ethnicity</b>																						
African American/Black	2										2						390	10	30	32	28	337
American Indian or Native Alaskan	0										0						113	7	45	38	10	342
Asian or Pacific Islander	0										0						204	18	48	25	9	347
Hispanic	0										1						159	6	50	31	13	342
Caucasian/White	53	5	9	27	51	18	34	3	6	345	147	10	56	27	7	346	12723	17	50	25	7	348
Not Reported	0										0						0					
<b>Identified disability</b>																						
Yes	9	0	0	5	56	3	33	1	11	340	25	4	52	36	8	342	2208	6	35	37	21	338
No	46	5	11	23	50	16	35	2	4	346	125	11	58	25	6	346	11381	19	53	24	5	349
<b>Current LEP</b>																						
Yes	0										0						357	8	29	37	26	336
No	55	5	9	28	51	19	35	3	5	345	150	10	57	27	7	346	13232	17	50	25	7	348
<b>Economically disadvantaged</b>																						
Yes	30	2	7	15	50	12	40	1	3	344	82	10	51	30	9	344	5452	9	45	33	12	343
No	25	3	12	13	52	7	28	2	8	346	68	10	63	22	4	347	8137	22	53	21	4	350
<b>Migrant</b>																						
Yes	0										0						5	0	40	40	20	337
No	55	5	9	28	51	19	35	3	5	345	150	10	57	27	7	346	13584	17	50	26	8	347
<b>Gender</b>																						
Female	21	1	5	12	57	7	33	1	5	345	66	5	58	29	9	343	6565	15	49	27	8	347
Male	34	4	12	16	47	12	35	2	6	345	84	14	56	25	5	348	7024	18	50	24	7	348
Not Reported	0										0						0					
<b>Title 1A targeted program</b>																						
Yes	15	0	0	3	20	10	67	2	13	335	40	3	40	43	15	337	2004	5	39	41	15	339
No	40	5	13	25	63	9	23	1	3	349	110	13	63	21	4	349	11585	19	52	23	6	349
<b>Gifted/talented program</b>																						
Yes	0										0						125	70	30	0	0	366
No	55	5	9	28	51	19	35	3	5	345	150	10	57	27	7	346	13464	16	50	26	8	347

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number



# MATHEMATICS RESULTS

## (QUESTIONNAIRE ITEMS)

Test Date: March 2008  
Grade: 3  
SAU: MSAD 40  
School: Miller School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
<b>How much homework do you do on school nights?</b>																						
A. none	9	0	0	2	50	1	25	1	25	338	10	7	57	21	14	343	6	9	40	33	18	340
B. less than one hour	75	5	15	14	42	12	36	2	6	345	74	13	57	24	6	347	79	18	52	24	6	348
C. one to two hours	11	0	0	4	80	1	20	0	0	351	14	5	53	32	11	342	12	16	48	27	8	347
D. more than two hours	5	0	0	0	0	2	100	0	0	330	2	0	0	100	0	332	3	7	26	37	29	335
<b>How well do the questions that you have just been given on this MEA test match what you have learned in school about mathematics?</b>																						
A. The questions on the test match what I have learned in mathematics class.	34	1	7	8	53	6	40	0	0	346	35	6	63	27	4	346	37	22	50	22	6	350
B. They match some of what I have learned.	36	2	13	10	63	2	13	2	13	347	40	14	61	18	7	348	46	16	53	25	6	348
C. They match just a little of what I have learned.	16	1	14	2	29	4	57	0	0	343	17	9	43	35	13	340	12	9	44	36	11	342
D. There is no match.	14	1	17	0	0	4	67	1	17	336	9	17	25	50	8	342	5	5	32	36	27	336
<b>Which of the following best describes how you rate yourself as a student in mathematics?</b>																						
A. very good	40	5	29	6	35	4	24	2	12	347	38	22	45	22	12	346	39	25	48	20	7	350
B. good	48	0	0	11	55	8	40	1	5	344	49	6	64	24	6	346	46	14	52	27	7	347
C. fair	12	0	0	1	20	4	80	0	0	338	11	0	47	53	0	341	12	8	49	35	9	343
D. poor	0										1	0	0	100	0	333	3	2	34	36	29	335
<b>How hard was the mathematics part of this test?</b>																						
A. harder than my regular schoolwork	24	0	0	4	36	7	64	0	0	338	14	0	32	58	11	335	17	7	41	35	17	340
B. about the same as my regular schoolwork	33	1	7	10	67	3	20	1	7	349	51	4	68	24	4	347	59	18	53	24	5	349
C. easier than my regular schoolwork	42	4	21	7	37	6	32	2	11	345	36	24	48	18	10	347	25	21	49	23	8	349
<b>How often do you use hands-on materials in mathematics class?</b>																						
A. almost every day	40	1	6	8	44	7	39	2	11	343	36	4	59	31	6	344	32	13	47	30	10	345
B. two or three days a week	24	0	0	7	64	4	36	0	0	343	31	5	64	25	7	346	30	20	52	23	5	349
C. two or three times each month	11	2	40	2	40	1	20	0	0	351	15	24	48	19	10	348	19	20	53	21	6	350
D. never or almost never	24	2	18	4	36	4	36	1	9	346	17	25	42	25	8	348	18	16	50	27	8	347
<b>How often do you use calculators in mathematics class?</b>																						
A. almost every day	9	0	0	1	25	3	75	0	0	338	7	0	30	60	10	338	7	5	34	40	20	338
B. two or three days a week	20	0	0	6	67	2	22	1	11	345	16	5	59	18	18	343	18	15	50	27	8	346
C. two or three times each month	18	1	13	6	75	1	13	0	0	350	27	11	68	21	0	350	28	21	53	21	4	350
D. never or almost never	53	4	17	8	33	10	42	2	8	344	50	14	51	27	7	345	47	17	50	25	7	347
<b>On average, how many minutes a day do you spend working on mathematics in class?</b>																						
A. less than 30 minutes	18	2	25	4	50	2	25	0	0	347	14	16	42	37	5	343	16	8	42	36	13	342
B. 30–45 minutes	47	2	10	9	43	10	48	0	0	344	42	14	53	29	5	346	30	14	53	26	7	347
C. 45–60 minutes	20	1	11	4	44	3	33	1	11	348	25	9	60	20	11	346	32	22	51	22	5	350
D. more than 60 minutes	16	0	0	4	57	1	14	2	29	341	19	4	67	22	7	346	22	20	49	23	7	349
<b>Optional school/SAU question</b>																						
A.	75	1	33	2	67	0	0	0	0	357	71	20	60	0	20	348						
B.	25	0	0	0	0	1	100	0	0	340	14	0	0	100	0	340						
C.	0										14	0	100	0	0	348						
D.	0										0											